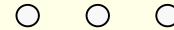




# Innovations in Academic Health and Education: Commemorating the 1918 Spanish Flu



Brenda Seals, PhD, MPH, MA

Series Planning Committee Co-Chair

# Planning Committee

Brenda Seals and KT Elliott, Co-Chairs, Rita King, Founding Idea

Public Health: Brenda Seals, Mei Zhao, Elizabeth Ferrara , Marina de Souza, Natasha Patterson, Eva Doughan , Livia Lazzaro

Nursing: Connie Kartozi and Norma Brown

Student Health: Janice Vermeychuk;

Library: Maureen Gorman

Biology: KT Elliott, Rita King, Akash Patel

Art: John Kuiphoff;

Office of Instructional Design: Ryan Gladysiewicz

History: Henry Zambrano

\*Names with underline are TCNJ students



# Project History

Based on her personal experience losing a family member, Dr. Rita King was inspired in the spring of 2019 to recruit faculty across TCNJ to plan activities.

The planning committee met monthly over the spring, weekly over the summer. KT Elliott and Brenda Seals took the lead fund-raising gaining 2 grants and donations. Mei Zhao organized the spending and made everything happen.

Diverse departments and groups lead activities and events over a 4 week period.

Record vaccination rates were recorded and the evaluation documented increases in knowledge and vaccinations.

# Key Activities Overview and Lead

**Keynote Speakers:** Gina Kolata (kick-off), John Parman (Ending)

**Expert Panel:** KT Elliott and Brenda Seals

**Communication:** Livia Lazzaro

**Oral and Local History:** Rita King

**Masks:** Natasha Patterson and Eva Doughan

**Escape Room:** John Kuiphoff

**Pandemic Game Play-Off:** Brenda Seals and Mei Zhao

**Library and Other Displays:** John Kuiphoff and Ryan Gladysiewicz

**Vaccination and Vaccination Ambassador Program:** Janice Vermeychuk,  
Norma Brown and Connie Kartoiz



# Keynote Speakers



**Tuesday, September 25, 2018**

**12:30–1:30 p.m. (lunch at noon)**

The Great Influenza Pandemic killed an estimated 50 million people, and infected 500 million around the globe. Gina Kolata's talk tells the incredible story of how scientists worked to solve the mysteries of the 1918 flu, and what their findings reveal about this deadly virus.

**Education Building 212**

## **Gina Kolata**

Two-time Pulitzer prize finalist, science writer for the *New York Times* and author of the book "Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus that Caused It"

Students are invited to join Gina Kolata in a "Meet the Author" event at 2 p.m.  
Brower Student Center 225W, hosted by Tri-Beta



**Wednesday, October 10, 2018**

**11 a.m.–noon**

## **Business Building Lounge**

(basement of the Business Building)

The digitization of historical documents provides an opportunity to study a wide range of public health questions by tracing the impacts of medical breakthroughs, public health initiatives, and disease outbreaks on individuals, families and entire communities. Work on historical events including the 1918 Spanish flu and the rollout of American water and sewer infrastructure highlight the potential of historical data and events to provide insights into modern public health questions.

## **John M. Parman**

Paul R. Verkuil Term Distinguished Associate Professor of Economics at the College of William & Mary and a Faculty Research Fellow at the National Bureau of Economic Research.



**TCNJ** THE COLLEGE OF  
NEW JERSEY

[tcnj.edu/1918pandemic](http://tcnj.edu/1918pandemic)



**TCNJ** THE COLLEGE OF  
NEW JERSEY

# Expert Panel

Faculty, Students and Community Members share stories and discussion



# Communication

## Plan

- “It takes a village..erm, campus!”
- Intrigue, inform, engage, call for action
- Generate buzz, create excitement, increase ownership among participants

## Goals

- Traditional and new media
- Word of mouth, email, website, graphics, video, immersive experiences, exhibit, games, print, social media

## Outcomes

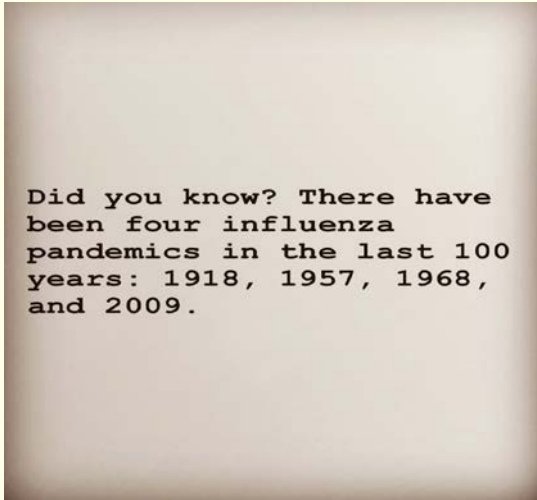
- Reach
- Results



# Communication: Implementation

- ✓ “Please help spread the word and not the flu” - every School by calling, visiting, emailing, putting up posters, and providing ready-to-share content
- ✓ Identify influencers and decision-makers to support initiatives
- ✓ Increase campaign visibility by tapping into the 1918 flu conversations through hashtags: #1918flu, #fluiscoming, #TCNJ, #SpanishFlu, #100Years#, #publichealth
- ✓ Mobilize multiple student groups
- ✓ Pitch stories to the media
- ✓ Executed strategic social media campaign

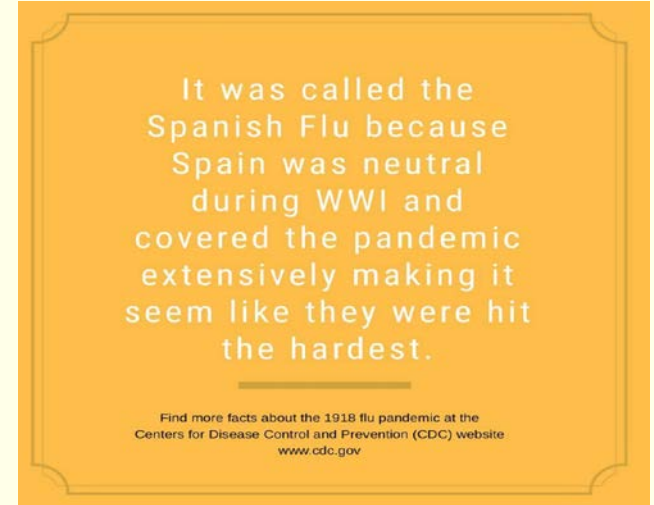
# Communication portfolio



Instagram post 9/12/18



Poster



Instagram post 9/20/18

# Communication: Outcomes

- Events supported by all seven Schools at TCNJ and multiple offices
- Over 2,000 attendees at events
- 298 pre and 319 post survey responses collected
- 346 people received flu shots at TCNJ through Student Health Services
- NJ State Department of Health flu challenge winners!
- Participated at the global conversation about the 1918 flu through social media
- Media coverage: The Inquirer, The Signal, Lion's TV, TCNJ Magazine, PrincetonInfo

<https://news.tcnj.edu/2019/04/09/tcnj-wins-nj-department-of-health-flu-shot-challenge/>

<https://www.nj.gov/health/cd/> click on Communicable Disease Spotlight to move it to the flu challenge slider.

<https://rutgerstraining.sph.rutgers.edu/immunization2019/>

# Preserving History

- Oral Histories:

<https://instructionaldesign.tcnj.edu/plague-progress-and-prevention-100-years-after-the-spanish-flu-changed-the-world-video-gallery/>



Oral histories

# History

- Gravestone Histories
- Health department and other archives



# Mask Project Purpose and Goals

Public Health Faculty and students developed a project to:

- Educate participants on the history of the surgical mask as a means to protect against infectious diseases
- Promote the Flu Commemoration events through the use of art
- Engage participants in discussion on flu vaccines, infectious disease, and prevention efforts while decorating surgical masks



# Mask Project Implementation

- ❖ Handout outlined activity instructions and historical facts about surgical masks
- ❖ Surgical masks were provided with art supplies and decorations.
- ❖ While decorating masks, participants and facilitators discussed the use of the masks in the 1900's
- ❖ Submitted masks were judged and prizes awarded.

## DECORATE YOUR OWN MASK

100 Years ago, a deadly influenza killed about 50 millions of people worldwide and out of that 50 millions, 675,000 of them was in America (CDC,2018).

### Importance of the mask

- The mask was to help stop the spread of the disease (they figured out that it was airborne)
- The U.S. Red cross employee wore the mask to help decrease the spread of the flu
- U.S. policemen wore the mask to protect themselves from the outbreak
- People wore the mask to communicate with one another
- People were not able to get on public transportation if they did not wear a mask
- Baseball players wore the mask during their games



Wild, C. (2014, October 08). Behind a Mask: Remembering History's Deadliest Epidemic. Retrieved September 25, 2018, from <https://mashable.com/2014/10/08/influenza-epidemic-1918/#tmz8.raY9Pqu>

# Mask Project Photos



# Escape



# THE PANDEMIC





# Library Displays



# Pandemic Game

## Play Off



publichealthtcnj • Follow

publichealthtcnj Meet the Pandemic game winners from last night! Congratulations to our disease-fighting team for saving humanity! We ❤️ Public Health! #TCNJ



36 likes

OCTOBER 9, 2018



# Flu Shot Ambassador Program

18 Freshman who were enrolled in a healthcare seminar course

CDC based training on facts and myths about the flu

“Flu shot ambassadors” on campus--engaging peers in encouragement to get vaccinated



Booth in student union

1:1 conversations



THE COLLEGE OF  
NEW JERSEY



# Vaccination Clinics

Rosco got flu shot

346 flu vaccinations given  
on campus - a 30%  
increase over last year

TCNJ won the NJ College  
& University Flu  
Challenge 10.79% of  
undergraduates reported  
getting a flu shot



# Online Evaluation -- 298 pre and 319 post survey responses

Table 1. Sample Description and percentage reporting a flue shot, post-test

Got Flu Shot # (%)	
<b>TCNJ Role*</b>	
<b>Faculty</b>	35(62.5)
<b>Student</b>	111(50.7)
<b>Staff</b>	18 (40.9)
<b>Knowledge Sum**</b>	
<b>4 or more</b>	139(85.3)
<b>3 or less</b>	24 (14.7)
<b>Attendance</b>	
<b>None</b>	79(53.7)
<b>1+</b>	61(46.3)

\* p < .03      \*\* p< .002

Table 2. Multivariate results predicting having a flu shot

Parameter	Posterior Mean	95 % Credible Interval	
		Lower Bound	Upper Bound
<b>(intercept)</b>	-.038	-.471	.396
<b>Knowledge Sum**</b>	.117	.042	.192
<b>Faculty only</b>	.030	-.135	.196
<b>Staff and admin only</b>	-.134	-.320	.052
<b>Attendance events num.</b>	-.009	-.113	.095

# Lessons Learned

## ❖ It takes a Community!

- ❖ A large, diverse planning committee, faculty, staff, students and community members.
- ❖ Community Engaged Learning courses and Independent Studies.
- ❖ Embracing local community (graveyard project and transportation for local community).

## ❖ It takes a budget but not necessarily a large one.

- ❖ Quick Grant programs for \$2-3,000 each.
- ❖ Deans and Departments with budgets \$100 to \$1000
- ❖ Total budget around \$10,000

## ❖ It takes College Resources and Will

- ❖ Vaccination ordered through Campus Health and the state of NJ
- ❖ Printing resources at rock bottom prices through the College
- ❖ Purchased materials now enrich College resources

## ❖ It takes talent, time and dedicated work

- ❖ Leadership overall and for specific activities
- ❖ Administration of budget and coordination
- ❖ Art and “out of the box” ideas

# Questions?